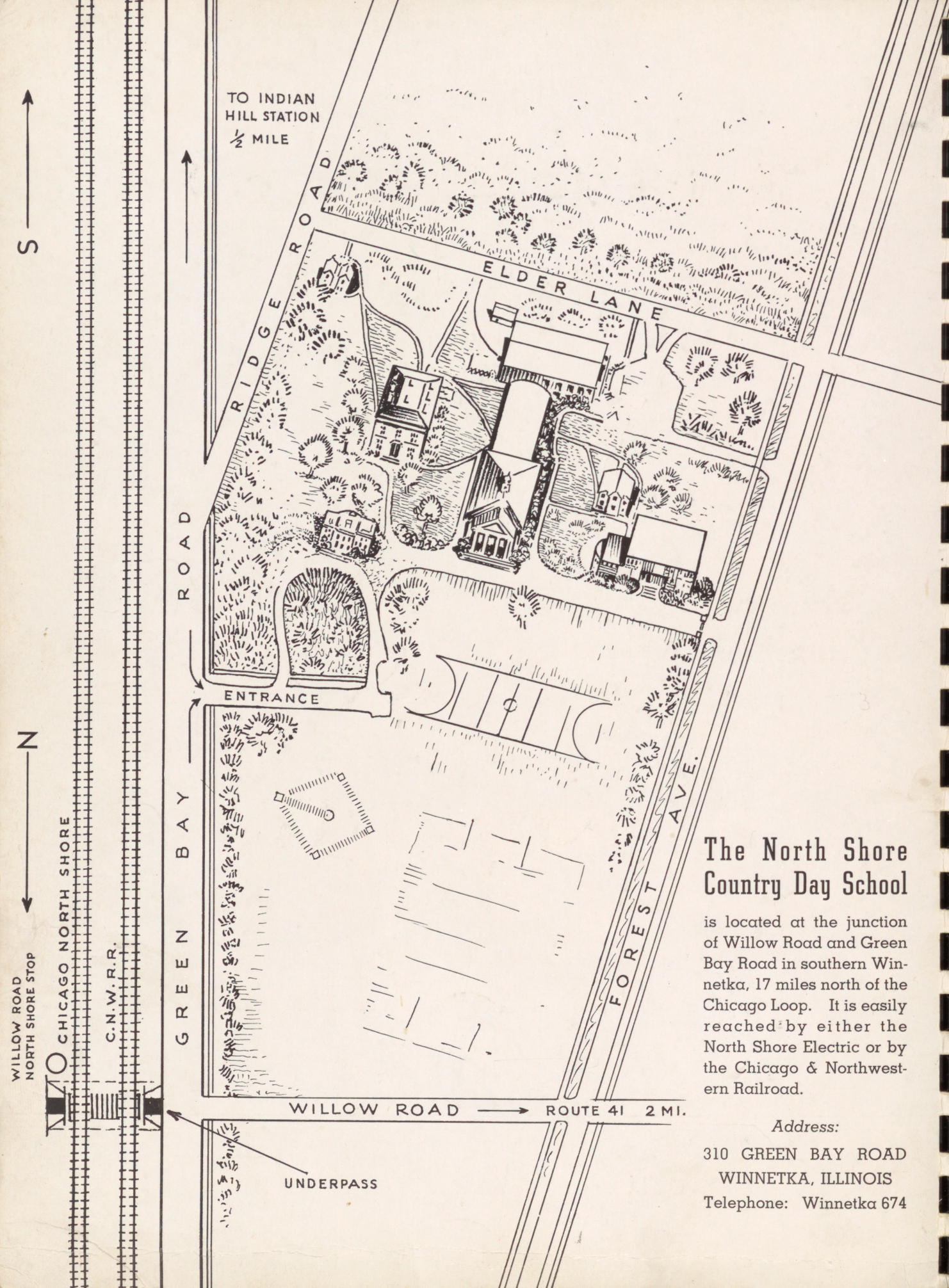
NORTH SHORE COUNTRY DAY SCHOOL



The North Shore Country Day School

is located at the junction of Willow Road and Green Bay Road in southern Winnetka, 17 miles north of the Chicago Loop. It is easily reached by either the North Shore Electric or by the Chicago & Northwestern Railroad.

Address:

310 GREEN BAY ROAD
WINNETKA, ILLINOIS
Telephone: Winnetka 674

THE NORTH SHORE COUNTRY DAY SCHOOL

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Published by the North Shore Country Day School

WINNETKA, ILLINOIS JANUARY, 1941

Headmaster Perry Dunlap Smith

A High Standard

IS MAINTAINED

In the twenty years of its existence, The North Shore Country Day School has made a distinguished record as a college preparatory school. More than ninety per cent of its graduates enter directly the eastern and middlewestern men's and women's colleges. During the past decade, The North Shore Country Day School has prepared more boys and girls for the examinations of the College Entrance Examining Board than any other school in the Chicago area. The top ten to twelve per cent of its graduates have been consistently admitted to examining colleges such as Harvard, Massachusetts Institute of Technology, Wellesley, and Vassar without examination in the senior year. Numerous of its graduates have been the winners of National and Regional Scholarships to such colleges as Harvard, Yale, Smith, Vassar, and Bryn Mawr.

The cause of this outstanding achievement lies not alone in a strong faculty, but also in a basic training in good study habits and an atmosphere which arouses interest in the various subjects. The emphasis in all classrooms is upon bringing boys and girls to a mature attitude of responsibility toward their work. As the pupil advances in the High School, an increasing amount of his work takes the form of individual projects of reading and research and long-time units of study. By senior year it is expected that all will have reached the point where the hobbling, day-by-day "lesson-learning" habits of the earlier years will have been supplanted by initiative and vigor in carrying out large-scale study plans. That this aim has usually been achieved is attested by the exceedingly strong record North Shore Country Day School graduates have made in college.

ORGANIZATION

The North Shore Country Day School was established in 1919 as a parent-owned school which culminates in a college preparatory high school. Utilizing the best practices of modern education, it grew under the headmastership of Perry Dunlap Smith to be one of the outstanding private secondary and elementary schools in the country.

North Shore is limited in enrolment to three hundred and fifty boys and girls and has a faculty of thirty-two men and women. The school comprises three divisions: the Lower School, which includes kindergarten through fifth grade, with an enrolment of approximately 110; the Middle School, which includes sixth, seventh, and eighth grades, with an enrolment of approximately 70; and the High School which includes ninth, tenth, eleventh, and twelfth grades, with an enrolment of approximately 150.

Creative activity is encouraged throughout the school

and PROGRAM

All have classes in music appreciation

Each school has its own faculty, buildings, and administrative officers. Homogeneity is maintained, however, by exchange use of specialists in the various schools, the daily meeting of the whole school in assembly, and the common celebrations of such festivals as Hallowe'en, Thanksgiving, Christmas, Valentine's Day, and May Day.

The program of each school is organized with reference to the needs of the age level which it serves. But throughout the school there is emphasis upon physical development, art, the crafts, and music.

The social development of boys and girls is regarded by North Shore as a fundamental aspect of individual development. A broad range of group activity is provided at all levels. Sports, dramatics, informal play, construction, square and aesthetic dancing, publications, and many other types of cooperative activity have as much place in the curriculum as do the usual academic subjects. The boys and girls learn to get along with each other not only by the accident of association but also with the assistance of understanding guidance.

PLANT *and*

The North Shore Country Day School is located in the southern part of Winnetka on a beautiful sixteen acre campus. Part of the campus is a wooded hillside which in all seasons of the year provides an attractive setting for informal activity. The remainder of the campus provides ample space for football, baseball and hockey fields.

Gifts of friends have gradually enlarged the plant until the school is now housed in eight buildings which provide numerous shops, studios, laboratories and classrooms. The music department, the High School, the Middle School, and the Lower School each has its separate building. In addition there is an auditorium seating five hundred and well equipped for dramatic productions, two gynasiums, and an administration building.

Altogether buildings and grounds represent an investment of over $850,000.

A corner of one of the well-equipped laboratories

EQUIPMENT

High School and Auditorium

Auditorium and Lower School

Parent committees take an important part in school life

Home AND SCHOOL

A cardinal principle of the North Shore Country Day School is close co-operation between home and school. Not only is the school wholly owned by the parents, but a broad philosophy of the relationship of home and school animates its program; growing boys and girls need the stability, guidance, and associations which a normal home-life provide. A school to be realistic in education must work with reference to the vital forces of home, growth, and community life. At North Shore Country Day School home and school are kept in close contact by conferences between the faculty and parents and by the work of the Parents' Association.

Parents and children work and play together in many activities

High School

CURRICULUM

The academic curriculum of the High School not only meets the most exacting college entrance requirements, but in most instances exceeds them.

The foreign languages are taught by Europeans to whom the languages are native. Throughout the High School the modern language classes are conducted in the language being taught. The four year courses in French and German enable the graduate to pass off the college language reading requirement without further language courses.

General Science, Biology, Chemistry and Physics form the science curriculum. These are much more than textbook and laboratory manual courses. Numerous field trips and individual investigations bring the students into contact with the application of scientific principles in life and develop a sense of scientific method.

The four year course in Mathematics supplemented by the study of logic and by field work gives the student a sense of the functions of mathematical abstractions.

The courses in Ancient, European, and American History not only cover, as thoroughly as possible in high school, the areas studied, but seek always to help the student perceive the problems of his own day. The courses foster the spirit of independent investigation and thought through research projects and discussions of social and economic problems.

Four years of Latin are offered. In its earlier stages, the study of Latin is used to inculcate a sense of grammar and to develop the background for a broad English vocabulary. In the later years the approach is literary. Virgil and Cicero are but minima in the course, a wide range of Latin authors being studied.

The English study is based upon the classics of English and American literature supported by a broad reading program. Grammar, vocabulary, reading technique and composition are fundamental in the course.

The Art and Music Majors include both appreciation and composition and have been accepted for college admissions.

Through the classes in health education and personal standards which meet once a week in small groups with the headmaster all have an opportunity to understand the problems of their own physical, emotional and social development.

High School FACULTY

At The North Shore Country Day School, there is a high ratio of teachers to pupils. For one hundred and fifty pupils in the High School there are eighteen teachers, ten of them men. All teachers are college graduates, most of them hold either master's or doctor's degrees in the field in which they are teaching. The average of teaching experience is fifteen years and the average time with The North Shore Country Day School has been ten years.

Because of the high ratio of teachers to pupils, classes are relatively small and teachers have ample time to work with individual pupils.

Close association between teachers and pupils is a characteristic of the school. Each teacher not only is an advisor to some student activity but also is accustomed to taking informal part in student entertainments and productions or in the sports program. Out of this friendly contact comes a high order of discipline based upon mutual understanding and fair play.

Deans and advisors assist the individual in planning his program

Individual conferences are frequent in all subjects

Small group conferences prove helpful in many subjects

CO-EDUCATION

The High School has a carefully organized program of co-education. In most schools the word co-education means merely that boys and girls attend the same school. At North Shore Country Day School co-education means a definite organization of the curriculum and social life of the school to meet the needs of boys and girls. In Dunlap Hall, the High School building, the boys' home rooms are on a floor separate from those of the girls. In various subjects —as for instance, freshman English and the three years of mathematics—the boys and girls are in separate sections. They are together,

Boys' section in mathematics

Boys and girls work together in social studies classes

however, in most subjects of the junior year and all subjects of the senior year. These provisions have been worked out on the basis that, during the high school years, each sex needs the association of the other but, also, wants to be certain in the knowledge that it can retreat into the security of association with its own kind for considerable periods. As a result each group develops the spirit toward work and play that is characteristic of a strong boys' or girls' school and at the same time avoids developing artificial attitudes toward social life and the opposite sex.

Girls' section in Latin

Advanced modern language classes include both boys and girls

STUDENT ACTIVITIES

Those activities which in many schools are referred to as "extra-curricular" are at The North Shore Country Day School a vital part of the educational program. The school aims to have all its pupils enjoy the developmental opportunities of these activities. Because of its limited enrolment this aim has largely been realized.

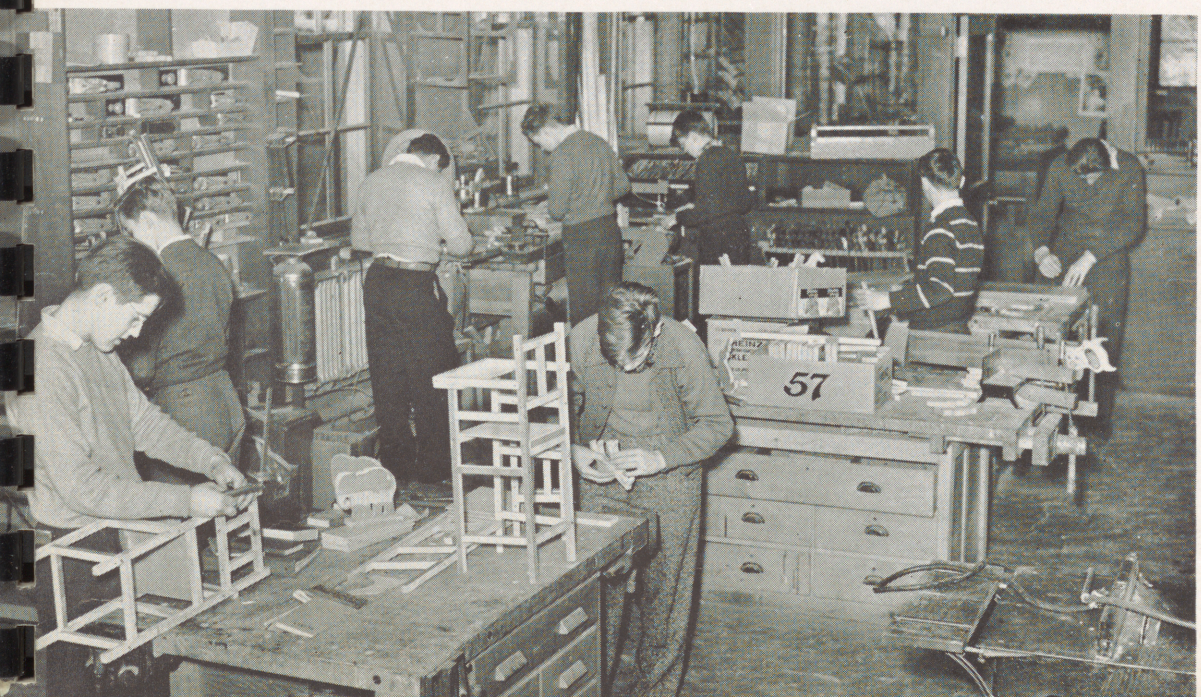
Ease of speech and bearing before an audience are developed in the daily assembly programs. The whole high school participates in the dramatics program through such enterprises as the opera, the Junior and Senior plays, the daily assemblies and the vaudeville. Numerous opportunities for executive experience are afforded by the social program, the student government, and student publications. In the joint committees of students and teachers which work upon problems relating to the whole school and the numerous student government committees which have active responsibility in the school life, pupils have the experience of working out real problems in human relations.

Teachers and pupils are one in maintaining an atmosphere which prevents the aggrandizement of the few at the expense of the many, with the result that there is a wide distribution of responsible positions in the student body and a deep sense of co-operation.

Music, shop and art cooperate to produce the Annual Opera

A deep spiritual note finds expression in the Nativity play

At Christmas the whole school builds toys for the Chicago charities



A Team for
EVERY BOY

The North Shore Country Day School maintains a broad athletic program. Varsity sports for boys include football, basketball, and baseball in which regular fall, winter and spring schedules are played with other schools in the Chicago area. While the school is not interested in formal championships and maintains no athletic scholarships, its teams are distinguished for their success, skill, sportsmanship, and high morale.

The strength of team play at North Shore Country Day School is due to the fundamentally broad athletic program of the school. In line with the school's belief in the development of co-operative attitudes, team play is emphasized from the sixth grade through the High School. Every boy in the Middle and the High Schools is a member of a team which plays an interscholastic schedule adjusted to the capacities of his age and weight level. The activities of each of these teams are as much a concern to the entire student body as are those of the varsity.

The Varsity is but one of the five football squads

Power

Speed

Play is

Important as interscholastic athletics are in the life of the school, they form but a small part of the physical education program. The school is committed to the philosophy that physical exercise and play are fundamental to the growth and health of every boy and girl. The two gymnasiums are in use nearly every period of the day for dancing and informal games, such as, badminton, ping pong, and many others.

After the hockey season the girls may elect basketball or individual sports such as skating, tennis, riding and badminton.

The Middle School

SIXTH, SEVENTH AND EIGHTH GRADES

The Middle School at North Shore is closely integrated with the High School. Developed with the thought that in most school systems the gap between the grammar grades and high school is great, the sixth, seventh and eighth grade at North Shore concentrate on training in study habits. By means of a strong infusion of instructors from the High School who teach such subjects as English and Latin grammar, and the French and German languages, the middle school boys and girls learn the techniques of study which are needed for success in high school.

Yet the Middle School has an entity and program of its own. It is administered by a staff which devotes full time to its life and problems. In addition to the pre-high school courses, the middle school offers a rich curriculum in literature, arithmetic, natural science, social studies, domestic science, art, shop, drama, and music. Its methods and atmosphere encourage initiative, responsibility, spontaneity and resourcefulness.

Arithmetic takes on meaning in application

The vitality of the Middle School arises from the fact that it permits eleven, twelve, and thirteen year old boys and girls to have a life and program suited to their needs. Housed in its own building, Eliot Hall, it is a self-contained unit. It has an active student government and a well developed committee system which permits all to share in the responsibilities and planning of their school life. It has a daily physical education program and a series of teams for both boys and girls which engage in scheduled games with other schools.

In addition to the force of its own entity, the Middle School enjoys the stimulus that comes from belonging to a larger organization. It presents assembly programs for the whole school and attends assembly programs presented by the high school. It has general duties such as administering the bicycle ordinance and custody of the national flag. The Middle School boys and girls find a wholesome example in the activities of the older boys and girls of the high school.

EXPERIENCE TEACHES

When initiative is encouraged constructive teaching occurs.

Cooperative work follows cooperative planning.

Where responsibility is felt tasks are completed

In appraisal of efforts real lessons are learned

SCHOOL

Every boy and girl in the Middle School participates in the program of team play. Contests are scheduled with other grammar schools in football, field hockey, basketball, and baseball. There are two daily play periods, one in the morning and one in the afternoon. The morning period is devoted to informal group play while the afternoon period is given over to the teams of the season or to those sports for which the individual has signed with the physical education department.

Routine responsibilities play an important part in the daily school life

The Lower School

KINDERGARTEN THROUGH SIXTH GRADE

The North Shore Country Day School offers a Lower School planned to meet the needs of growing children. Under the direction of a well-trained and experienced faculty a carefully organized program of work, rest, and play provides children an interesting and varied school day free from over-stimulation.

The life of each grade centers in a series of projects which not only awaken a broad range of intellectual and social interests, but emphasize the development of initiative and responsibility. In well-equipped studios and shops, excellent teachers of crafts, drama, music, and art extend the scope of individual and grade activities. The children get a sense of belonging to and participating in a larger social and cultural community from excursions to places of meaning in connection with their work, daily assemblies in which they exchange ideas with members of the other grades, and frequent friendly contacts in work and play with the older boys and girls.

Simple skills come first

A home-like atmosphere permeates each room

Many excursions furnish material for home room work

Ideas developed in class stimulate expression in the studio

HEALTH

The unusually good health record of the children is due in no small measure to the health program of the school. Every morning the school physician inspects each child. Twice yearly a physical examination is given. The daily hot meal is carefully planned and prepared, and is served in quiet surroundings. Washed air circulates evenly throughout the spacious Lower School building. Indoor and outdoor play occurs daily under the direction of full-time teachers of physical education. Midway in the schoolday, each grade has a supervised nap period.

Morning inspection

Rest time

Outdoor play

The Santa Claus Party

THE SKILLS

A good deal of nonsense has been written and said about the training in reading, writing, and arithmetic in "progressive" schools. The North Shore Country Day School is vitally concerned with the teaching of these skills. In line with the best of modern thought and practice the staff of The North Shore Country Day School thinks that individual "readiness" is of paramount importance in acquiring the skills. "Readiness" is indicated by physical and emotional factors. These differ with the individual.

The school has a carefully developed program of training in reading, writing, spelling, speech, and arithmetic. In its initial stages the program consists of helping the child to develop not only the motor coordinations necessary before he can begin to learn complicated techniques, but also good attitudes toward the skills to be learned. Only when readiness is complete does instruction begin. The instruction then continues both formally and informally throughout the school. Daily periods are devoted to reading, writing, and arithmetic from the second grade on up. And what is of more importance in the education of the child, the skills are developed and utilized in the wide variety of real situations which the daily school life affords. Special instruction is provided in the Lower School for those individuals who are slow in mastering the techniques.

Each grade has a reading period

Home room projects motivate learning

The Kindergarten builds a train

The Kindergarten gets ready for a party

SERVICES *and* COSTS

Transportation. Arrangements for transportation to and from the school can be made on either a weekly or a monthly fee basis.

Non-Residents. A limited number of places are available in the school for non-residents of the North Shore area. In keeping with the character of the school "boarders" live in the homes of people who are patrons of the school in order that they may have advantages of home life and contact with the community as nearly similar to those of the bulk of the student body as is possible under the circumstances. The parents who take these boys and girls into their homes work in close harmony with the administration. Arrangements for this type of service may be made with the Headmaster.

Finances. The North Shore Country Day School has no endowment and, therefore, operates on its annual income from suitions and from a revolving fund which is maintained by the sale of debentures to the parents of children enrolled in the school.

Tuitions. Tuition charges are arranged in a graduated scale. They commence at $175 a year for the kindergarten and rise to their maximum of $575 a year for the High School. The following are the rates for each year:

Kindergarten	$175	Fifth Grade	435
First Grade	250	Sixth Grade	460
Second Grade	325	Seventh Grade	550
Third Grade	375	Eighth Grade	550
Fourth Grade	410	High School	575

Payment. Tuitions are payable in two instalments due September 1 and February 1 respectively. The enrolment fee of $50 is credited on the first semester's tuition bill.

Debenture. For each child enrolled a parent subscribes $100 a year to the revolving fund of the school. The form of this subscription is the purchase of a debenture redeemable in November of the year the child is graduated from the school.

Thus, if a child has been enrolled in the school for six years, $600 will have been subscribed by his parent to the revolving fund. Upon his graduation the entire amount is refunded. No interest is paid upon debentures. The debenture is a non-interest bearing loan and represents the parent's membership in the Corporation, which is assisting him in the education of his child.

General Expenses. The school seeks to avoid as far as possible the evil of special fees and extras as a part of the expense of education. Charges for books, supplies, and lunches are not, however, covered in the tuition fee. On the basis of general experience, the cost of these items ranges from $90 to $125 for a High school boy, from $70 to $100 for a High school girl, and substantially less for Middle and Lower school boys and girls.

To take care of these items of general expense it is expected that a "bank account" of $25 will be maintained with the school. Against this account are charged the amounts each pupil spends for food, books, supplies, athletic equipment, etc.

THE STAFF

	Subjects Taught
JACK C. ANDERSON Springfield College	Physical Education
EDITH BACON Chicago Art Institute	Art
BLANCHE BRCIN Chicago Art Institute Pestalozzi-Froebel College Dayton School of Art Church School of Design Valparaiso University	Art, Stagecraft
K. V. BOLLINGER Northern Illinois Teachers College	Shop
BENJAMIN CARPENTER A.B., Harvard University Ph.D., Northwestern University	Science, Mathematics
JULIA B. CHILDS A.B., Bates College	Latin
DAVID H. CORKRAN A.B., Wesleyan University M.A., Harvard University	History, English
MILDRED CADENHEAD Eastern Illinois Teachers College	Second Grade
RAMSEY DUFF B.Music, University of Toronto	Music
NATHANIEL S. FRENCH Black Mountain College Harvard University	Historiography, General Science, Social Studies
FRANCES FULLERTON A.B., University of Illinois University of Chicago	Fourth Grade
JULIA E. GILBERT A.B., University of Chicago M.A., Columbia University	English
ALICE M. GLEASON George Williams College University of Wisconsin	Physical Education
RONALD J. GLEASON Antioch College B.S., Northwestern University	Mathematics, Visual Education, Domestic Science
LILLIAN GRIFFIN National College of Education Columbia University—Teachers College	Third Grade

	Subjects Taught
ELIZABETH HANCOCK B.A., Smith College Matthay School, London	Music
ELMER HARRIETT Springfield College	Physical Education
JANET HARVEY B.A., Northwestern University	English, Literature
ANNA-MARIE HOSIER University D'Aix	French
KARLA LANDAU Ph.D., University of Vienna	German
KATHERINE M. LESLIE A.B., University of Wisconsin	Mathematics
RICHARD MASSMAN B.S., DeKalb Normal School	Handcraft, Industrial Arts
ROBERT F. MILLETT A.B., Harvard University	Latin, History
EDWARD M. MORNINGSTAR A.B., Swarthmore College	Fifth Grade
WINIFRED MOORE A.B.,Knox College University of Chicago M.Ed., Winnetka Graduate Teachers College	First Grade
LILY M. PARKER A.B., M.A., Sorbonne	French
MARGARET RADCLIFFE B.A., University of North Dakota	Drama
AILEEN ROBINSON A.B., Smith College Merrill-Palmer School M.A., Smith	Kindergarten
PERRY DUNLAP SMITH, *Headmaster* A.B., Harvard University Litt.D., Colgate University	Ninth grade health class. Tenth, eleventh, twelfth standards
LEWIS A. TAYLOR A.B., Earlham College M.A., Columbia University	Mathematics
IDA C. WIED A.B., Carroll College M.A., University of Chicago	Biology, Chemistry
EDGAR WILCOCK A.B., St. Stephen College	History, English